

## **SOUTH ELEMENTARY**

900 Patriot Street  
Dillon, S.C. 29536

**GRADES** PK-3 Elementary School

**ENROLLMENT** 253 Students

**PRINCIPAL** Peggy K. Stafford 843-774-1210

**SUPERINTENDENT** D. Ray Rogers 843-774-1200

**BOARD CHAIR** Fitzgerald Lytch 843-774-5454

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	43	2

#### **IMPROVEMENT RATING:**

**GOOD**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Excellent	Good	Yes

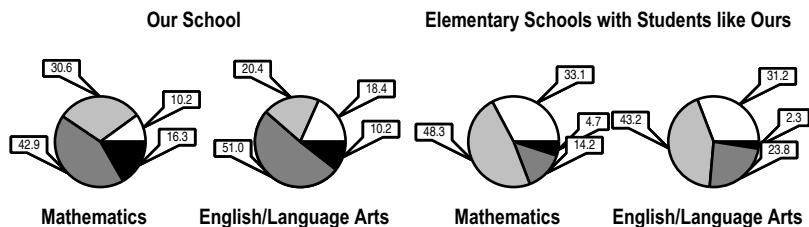
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	55	100.0	18.4	20.4	51.0	10.2	67.3	Yes	Yes
<b>Gender</b>									
Male	30	100.0	28.6	21.4	39.3	10.7	57.1		
Female	25	100.0	4.8	19.0	66.7	9.5	81.0		
<b>Racial/Ethnic Group</b>									
White	14	100.0	23.1	7.7	46.2	23.1	69.2	I/S	I/S
African-American	39	100.0	14.7	23.5	55.9	5.9	70.6	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	47	100.0	12.2	19.5	56.1	12.2	75.6		
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	55	100.0	18.4	20.4	51.0	10.2	67.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	55	100.0	18.4	20.4	51.0	10.2	67.3		
<b>Socio-Economic Status</b>									
Subsidized meals	50	100.0	20.0	20.0	51.1	8.9	66.7	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	55	100.0	10.2	30.6	42.9	16.3	75.5	Yes	Yes
<b>Gender</b>									
Male	30	100.0	17.9	32.1	42.9	7.1	57.1		
Female	25	100.0	0.0	28.6	42.9	28.6	100.0		
<b>Racial/Ethnic Group</b>									
White	14	100.0	7.7	30.8	53.8	7.7	76.9	I/S	I/S
African-American	39	100.0	8.8	32.4	41.2	17.6	76.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	47	100.0	7.3	31.7	43.9	17.1	78.0		
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	55	100.0	10.2	30.6	42.9	16.3	75.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	55	100.0	10.2	30.6	42.9	16.3	75.5		
<b>Socio-Economic Status</b>									
Subsidized meals	50	100.0	11.1	28.9	42.2	17.8	75.6	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	50	100.0	8.9	46.7	33.3	11.1	44.4
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	55	100.0	18.0	20.0	52.0	10.0	62.0
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	50	100.0	6.7	31.1	53.3	8.9	62.2
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	55	100.0	10.0	32.0	42.0	16.0	58.0
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 253)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.0%	Down from 10.4%	3.9%	2.7%
Attendance rate	96.1%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.3%	3.5%
Eligible for gifted and talented	3.6%	Up from 1.9%	5.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.3%	Up from 2.1%	8.0%	8.2%
Older than usual for grade	2.8%	Up from 2.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	50.0%	Up from 40.0%	49.5%	51.4%
Continuing contract teachers	80.0%	Down from 85.0%	82.3%	87.5%
Highly qualified teachers**	94.4%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	5.3%		2.9%	0.0%
Teachers returning from previous year	87.7%	Up from 82.8%	83.9%	86.7%
Teacher attendance rate	95.6%	Down from 96.5%	94.7%	94.9%
Average teacher salary	\$37,006	Up 3.8%	\$40,046	\$40,760
Prof. development days/teacher	19.6 days	Down from 22.3 days	13.4 days	12.4 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 91.7%	89.1%	90.0%
Dollars spent per pupil*	\$4,411	Down 15.6%	\$6,652	\$6,044
Percent of expenditures for teacher salaries*	69.3%	Up from 61.7%	64.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

South Elementary put into practice its belief that all children can learn, and learn at high levels. It had four classes with reduced pupil teacher ratios of eighteen-to-one. It maintained accreditation from the State Department of Education, the Southern Association of Colleges and Schools, its status as a School of Promise, and participated in community service projects.

South's instructional program is researched-based. A basal program forms the foundation for instruction. Take Home Book Bags, Reading Counts, Reading is Fundamental (RIF), and a variety of reading incentive programs supports the reading initiative. Recently, South was awarded \$300,000.00 from a Reading First Grant. Monies will be used to provide additional reading materials, sustained teacher training, a Literacy Coach, a Reading Recovery Teacher, and an Intervention Teacher. Hands-on math and science increase the probability that children will master state required process skills. Writing begins in four-year-old kindergarten and develops sequentially in difficulty through the grades. Content areas such as health/safety and social studies are integrated into other content areas to ensure real life experiences.

Teacher training was directed towards developing critical instructional skills. Grade level planning topped off the teacher initiative for improvement. Grade level teachers met weekly after school to develop PACT like items for weekly instruction and assessment.

Community interests and needs were met through volunteer opportunities, celebrating together, and parent instructional programs. Parents and students at the junior high and college level came on a regular basis to tutor children in math and reading. Many one-time volunteers came to share a favorite story or to accompany a class on a field trip.

South is especially proud of its parent programs. Each program focuses on different needs and/or interests. Friday's Child offers opportunities for parents of four-year-olds to join their children in the school's library each Friday. Books for Babes meets monthly at South and three times a year at Saint Eugene Medical Center. This program targets mothers-to-be and those with children under six. Tomorrow's Child meets monthly. Parents are taught basic reading and math strategies for assisting their children in grades one and above with these subjects. South has a Parent Facilitator who provides private tutoring and transportation to and from school for conferences and school functions. The First Steps Facilitator visits in the homes of young mothers twice a week to train them in providing their children under four with developmentally appropriate readiness skills.

South is devoted to its children and community. Its goal is to provide an environment where learning is valued and visitors are welcome.

Peggy K. Stafford, Principal  
Lisa Savage, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	41	35
Percent satisfied with learning environment	100.0%	92.3%	91.4%
Percent satisfied with social and physical environment	100.0%	92.5%	79.4%
Percent satisfied with home-school relations	52.4%	87.5%	80.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.